

## IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENTS OF COLLEGE STUDENTS – A REVIEW

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### ABSTRACT

*Students are viewed as leaders of tomorrow and are expected to perform various roles with competence and efficacy. It is essential to develop the level of emotional intelligence right from the schooling as they have to get along with other people and to get things done through and with people. They should develop a right attitude towards working with people and be equipped with emotional intelligence to handle the intricacy of life. Our 15th and current Prime Minister of India Narendra Damodardas Modi is having a positive approach towards developing more entrepreneurs under various schemes like Make in India, which demands more level of emotional intelligence among the students who are the backbone of the future Indian economy. Entrepreneur plays an important role in the overall development of our country in general and economic development in particular. Entrepreneur is an individual who is often considered as a person who takes risks and starts his own business. He looks for opportunities and seizes opportunities mainly for economic gains. Entrepreneurs are action-oriented, highly motivated individuals who take risks to achieve goals (Samuel Thavaraj 2015). The present paper is an attempt to examine the relationship between the level of emotional intelligence and academic achievement of the students by review of the studies conducted in India and worldwide with particular emphasis on the impact of emotional intelligence on the academic achievements of the students in general and college students in particular. The findings of the study reveal positive relationship between emotional intelligence and academic achievement among students.*

**KEYWORDS:** Emotional Intelligence, Academic Achievement, Students

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### INTRODUCTION

It has long been an anxiety of many psychologist and sociologist on factors contributing to academic performance among students in learning institutions, starting from pre-school to as high as professional level. Results and findings of numerous researches conducted in this area of study over a long period of time expose a variety of factors such as students' IQ, socio economic status, stimulus, relationship with the peer group and teachers, parental attachment and personality. Among all these factors, Cognitive intelligence is generally understood as an important determinant and associated with academic success.

However, many recent and emerging studies are revealing that IQ alone is not a reliable predictor of students' academic achievement (Craggs, 2005). One of the most popular and most cited sources is Daniel Goleman's in his famous book *Emotional Intelligence: Why It Can Matter More Than IQ*. In his book Goleman

(1995) claims that only 20% of a person's success can be attributed to IQ. Among the various other factors apart from IQ, emotional intelligence play a vital role in determining an individual success either in studies or in his career.

Mayer & Salovey define emotional intelligence as “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (1990, p. 189). They later redefine the term as the ability of an individual to perceive precisely, evaluate, and articulate the individual emotions. This in turn requires the ability to access, generate feelings, positive thinking; and the ability to understand emotion of self and others which leads to gaining of emotional knowledge and to modify the behaviour accordingly. This leads to a balanced emotional approach wherein the relationships of the individuals are not affected. (Mayer and Salovey, 1997).

College students in many countries are at elevated risk of serious health issues, substance abuse and problems from anxiety and depression. It is very important to understand the factors that relate to academic performance. Perceived stress says how much a person stressed is under at a given point of time or over given time period. There is a high level of impact of perceived stress due to lack of emotional intelligence among college students on academic performance and further excellence. The level of perceived stress differs depending on the courses which the students are learning and also there are gender related differences. Female students were found to have greater levels of stress due to a lower level of emotional intelligence level and more health problems which affects their academic performance (Varghese, Reney P. and Norman, T. Selvin Jebaraj and Thavaraj, Samuel 2015).

## **METHODS**

A systematic review of peer-reviewed publications was carried out to summarise the information on the impact of emotional intelligence and the academic performance of the students. Google Scholar were searched with an intention to ensure that, most literature in the field could be identified, while keeping focus on literatures of greatest pertinence to the research objective.

### **Emotional Intelligence and Academic Achievement among University Students**

Dr. Aruna Kolachina (2014) in his studies examines the relationship between emotional intelligence and academic achievement of expatriate students. The findings of the study reveal positive relationship between emotional intelligence and academic achievement among expatriate students. The research reveals that the level of emotional intelligence of the students has an influence with high and low academic achievement motivation among the students.

Arockia Maraichelvi, Sangeetha Rajan (2013) in their study shows that Emotional Intelligence (EI) has been considered as a successful predictor of academic success/performance/achievement. Researchers have claimed that EI predicts success at schools, and colleges/ universities. In this study of survey research, the relationship of EI as measured by S.K. Mangal and Shubra Mangal's EI Inventory (MEII) and academic performance were examined in a sample of final year under graduate students (N=300). EI in its four specified domains namely Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management separately as well as totally was found to be positively associated with academic performance of the selected respondents. The findings provide a further need on how to improve upon the academics of students. Also, the study has shown that emotional well - being could be emphasized on academic success

Natalie L. Shipley, Mary Jo Jackson, Sharon Larisa Segrest (2012) in their study they claimed that emotional intelligence predicts success at school. In their study, an attempt has been taken to identify the relationship between the trait emotional intelligence and academic performance of the undergraduate business students. It was identified that the global trait emotional intelligence was not significantly associated with the academic achievements but in the mid-range GPA had a significant association. Thus the findings of their study it can be understood that there is a positive correlation between emotional intelligence and academic performance of the students.

Maizatul Akmal Mohd Mohzan, Norhaslinda Hassan, Norhafizah Abd Halil (2013) The aim of their study was to identify the influence of Emotional Intelligence on academic achievement among students of Education Faculty, Universiti Teknologi Mara (UiTM). The data were collected using a questionnaire for measuring the level of emotional intelligence and the academic performance. The results revealed that the students are having a high level of emotional intelligence. Moreover among the various variables Self-Emotion Appraisal and Understanding of Emotion were identified to have a significant and positive association with the respondents. The findings also highlighted the value of emotional intelligence and its association with the students' academic performance.

Maliha Nasir & Rehana Masrur (2010) in their study intended to examine the relationship of emotional intelligence (EI) with gender, age and academic achievement of students of International Islamic University Islamabad (IIUI). The psychoanalyst variable was taken as emotional intelligence and decisive factor variable taken for the study was academic achievement. The academic achievement of the students was measured by using the Cumulative Grade Point Average (CGPA) score of the students. The level of Emotional intelligence among the students was measured with the help of BarOn Emotional Quotient Inventory (EQi). The validity and reliability of EQi was analysed and was found to have a high validity and reliability. Various statistical tools were applied like Correlation analysis, regression analysis and t-test to test the hypotheses. The findings of the study indicate a significant correlation between level of emotional intelligence and the students' academic achievement. It was also found that the level of Emotional intelligence of the students was found to be a significant predictor of the students' academic achievement.

Saeed Behjat, Professor Dr.Mohammed S.Chowdhury (2012) in their study examined two objectives that is to identify the interrelationship of emotional intelligence and self-efficacy drives, and to identify the diversity receptiveness among the overseas college students. The questionnaire was devised to collect data on demographics of the students, Emotions Scale (EIS), Self-efficacy scale (SES) and Diversity Receptive Scale (DRS) were used to for data collection. The sample size was arbitrarily chosen as eighty nine students enrolled in post graduate business programs. The findings of the study revealed that there is a significant relationship between the level of emotional intelligence, the competencies of self-efficacy, and diversity receptiveness among college students.

Grace A. Fayombol (2001) in her study investigated the relationships between emotional intelligence and academic achievement among 151 undergraduate psychology students at The University of the West Indies (UWI), Barbados, making use of BarOn (2001)'s Emotional Intelligence Scale and an Academic Achievement Scale. Findings revealed significant positive correlations between academic achievement and six of the emotional intelligence components, and a negative correlation with negative expressivity. The emotional intelligence components also jointly contributed 48% of the variance in academic achievement. Attending to emotions was the best predictor of academic achievement.

Bharati Sharma (2012) her study compared college adjustment process and emotional maturity between first and final year female students enrolled in different undergraduate courses offered by colleges affiliated with university of

Rajasthan in Jaipur city. They were assessed on adjustment inventory for college students on Emotional maturity scale. Results indicated that the first year under graduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of environment and faced more academic difficulty as compared to the final year students. The final year students were more socially adjusted and more integrated into social fabric of the college which has an impact on their academic performance.

Yelkikalan, Nazan and Hacıoglu, Gungor and Kiray, Abdullah and Ezilmez, Bilal and Soylemezoglu, Ergul and Çetin, Hanife and Sönmez, Rukiye and Ozturk, Secil (2012), their study aims in identifying the relationship between the level of emotional intelligence of university students with the demographic variables, the majors they study and their academic achievements. Questionnaire were used for collecting primary data from five different faculties of Çanakkale Onsekiz Mart University. The study revealed that there was a significant association between the emotional intelligence and academic achievements.

Jaeger, A. J., Bresciani, M. J., & Ward, C. S. (2003) in their study reveals that the levels of emotional intelligence among 150 students of a general management graduate-level course were associated with academic performance. Among these 150 students, greater correlation between emotional intelligence and academic performance was found among students who were offered emotional intelligence curriculum as compared to their counterparts who did not undergo the curriculum.

In another study involving more than 3,500 first-year students of a public university, Jaeger, A. J. & Eagan, M. K. (2007) found that interpersonal, stress management and adaptability to be of significant predictors of students' academic achievement. They claimed that ability to deal with stressful situations allow students to manage the anxiety of tests, deadlines, competing priorities, and personal crises.

## CONCLUSIONS

From the above study of the review of various literature, we can identify that emotional intelligence can be viewed as a bouquet of emotional and social competencies, which include an ability to effectively articulate, understand and control emotions, in addition to being able to handle and adapt to changes in one's surroundings. Much of the previous research has focused on the link between emotional intelligence and academic success of the students. We can also understand that the students with higher levels of emotional appear to be better able to cope with the social and emotional demands of a student than students who score low on emotional intelligence abilities. By learning to use the emotional part of students' brain as well as the rational, students' not only expand their range of choices when it comes to responding to a new event, they will also factor emotional memory into their decision-making. This will help prevent students' from continually repeating earlier mistakes. As teachers are considered as the second parent of the students, the teachers play a vital role in shaping the behaviours of the future leaders. The teacher's ability to deal with emotional problems is a powerful factor in molding the minds. Emotionally intelligent teachers can produce emotionally intelligent citizens (Mr. A. Stephen Harris Paul, Dr. H. Samuel Thavaraj 2015). The educational institution could give a thought of including Yoga and Meditation in their curriculum for improving emotional intelligence and employing teachers/faculty members with high level of emotional intelligence which plays a essential role in inculcating and developing emotional skills among the students. And it should be practiced regularly among the students at various levels in order to develop a better understanding of own emotion and achieve greater heights in their academic performance and in their career.

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